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ABSTRACT

This survey examines post-secondary plans, aspirations, and characteristics of twelfth grade students in order to develop a medium range enrollment forecasting model of postsecondary education and to develop a data base on high school student aspirations. The survey is the third year of a three-year project undertaken in Manitoba, Canada. Information has been generated on students' career choices and the impact and levels of service required for financial aid and guidance service. A total of 60 schools from eight regions were selected for the 1977-78 Post-Secondary Demand and Enrollment Model-II survey. Questionnaire responses were obtained from 1,904 twelfth grade students. Data are provided on plans after high school; planned date of entry into postsecondary study and study plan; college choice; influence of people, high school activities, and circumstances on students' decisions; plans for financing college education; and family background. (SW)

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March, 1978

Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Twelve Students in Manitoba 1977-78

By C. Neil Russell, Barry J. Warrack, and Larry K. Bremner

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The PSRRC is a joint research committee with representation from each of the Universities and Community Colleges in the Province, the Universities Grants Commission, the Department of Continuing Education and Manpower, the Department of Education, and other related organizations.

The Universities Grants Commission and the Department of Continuing Education and Manpower fund the activities of the committee.

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(ii) to enquire into the nature of constraints which tend to divert students from continuing education and to develop information regarding their characteristics.

(iii) to develop other information requested by the sponsoring agencies or post-secondary sector organizations.

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POST-SECONDARY PLANS AND ASPIRATIONS OF GRADE XII STUDENTS IN MANITOBA 1977-78

A Project of

The Manitoba Post-Secondary Research Reference Committee

by

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INTRODUCTION

Research into the assessment of post-secondary demand by Manitoba high school students began in 1971 with a province-wide survey of Grade XII students. Subsequently there occurred the development of the PDEM-I, Post-Secondary Demand and Enrollment Model I. This was a joint research project of the Post-Secondary Research Reference Committee of Manitoba (PSRRC). This research into student demand and the use of the PDEM-I for forecasting universities enrollments one year forward was continued in 1972 and 1973. The main emphasis of this research was in providing information on students' preferences for various program and institution combinations at the Universities and Community Colleges and in the preparation of a forecast of Universities enrollments one year forward for both budgeting and planning purposes.

This year's survey represents the third year of a three year effort to look into the shifts in student decision-making patterns from Grade X to XII, to develop a medium range enrollment forecasting model for post-secondary education enrollments and to develop a data base on high school student aspirations. The research has provided information on students' career plans, specific post-secondary education plans, barriers to their studies in post-secondary education, influencing factors on students' career choices and the impact of ant levels of service required for financial aid and guidance services. The survey, however, deals with student intentions and plans and not actual outcomes. A validation survey of students to match their intentions to actual outcomes will be undertaken at a later date. Information from this project has been used

by secondary and post-secondary institutions and agencies to support the planning requirements of Manitoba government agencies.

CHAPTER I

SUMMARY AND HIGHLIGHTS OF FINDINGS

1.1 Sample Size and Selection

A total of 60 schools from the 8 Manitoba geocode regions were selected for the 1977-78 PDEM-II survey. The questionnaire was administered to 2,210 Grade XII students (15.8% of the target population) in October, 1977. A total of 1,904 questionnaires were returned for a response rate of 86.2%.

1.2 Student Decision Groups

Student decision groups were formed according to (1) students' stated intentions concerning post-secondary plans next fall (1978) (2) their first choice institution of studies and (3) their plans regarding post-secondary education. The categories used in this study were:

(a) 'going university' group - those students indicating their intentions to attend university;

(b) 'going community college' group - those students who wanted to enroll in a community college;

(c) 'going impacted' group - students wishing to continue their education but whose plans could be impacted by their financial situation, academic performance and other considerations;

(d) 'undecided' group - students who at the time of the survey had no definite plans regarding post-secondary education;

(e) 'not going' group - students who either did not qualify for or did not want to enter post-secondary education.

1.3 Plans of Grade XII Students

(1) Approximately 39% of the students planned to enter a post-secondary institution next year.

(2) 40% of the students indicated that they would get a full-time job while 34% expected to obtain a part-time job.

(3) Other plans of students included travel (26%), get married (17%) and get job training (21%).

1.4 Planned Date of Entry into Post-Secondary Education and Study Plan

(1) 66% of the going post-secondary students planned to enter post-secondary training in the 1978 academic year.

(2) Another 23% of the students indicated their intentions of waiting a year before going on to post-secondary training.

(3) 67% of the students indicated they would study full-time at a post-secondary institution.

1.5 Pure Demand for Post-Secondary Training

(1) The University of Manitoba had the largest first choice demand share (39%).

(2) Red River Community College had the second largest demand share (30%).

(3) As second choice institutions, the University of Manitoba and University of Winnipeg had a 15% share while Red River Community College had a 19% share.

1.6 Reasons for Delaying Entry into Post-Secondary Education

(1) The major reasons were (a) don't know what to do so the student would like to think about it (b) wanted work experience (c) take a break from school and (d) do not have adequate finances.

1.7 Financial Status

(1) Major sources of financing the first year of post-secondary training were summer employment, room and board at home and personal savings.

(2) About 90% of both the 'going university' and 'going community college' student decision groups were certain or very certain of their ability to finance their first year of post-secondary training.

(3) The majority of students going on to post-secondary (60 - 70%) indicated that they knew a few things about the Manitoba Student Aid Program.

(4) The 'going impacted' and 'undecided' student decision groups had a greater need for financial assistance than those students in the 'definitely going' group.

(5) The proportion of students intending to apply for Student Aid ranged from 49% for the 'going community college' group to 64% for the 'going impacted' group.

1.8 Influence of People, High School Activities and Circumstances

(1) Parents had the greatest influence on all decision groups.

(2) For students going to post-secondary, college or university student I know and friends were also influential persons on the student plans.

(3) 'Not going' students thought friends and employers they had met were important.

(4) The 'going' post-secondary students indicated that they felt well prepared for continuing education and that information received regarding post-secondary was very important to their decision.

(5) 'Not going' post-secondary students felt well prepared with skills for immediate employment.

(6) The reputation of the institution and knowledge of good employment opportunities were significant influencing factors on 'going' students' decision-making while the opportunity to live away from home and social life were important to the 'not going' post-secondary students' decision.

1.9 Family Background

(1) Generally, the higher the parents' level of education, the more likely the student is to enter post-secondary education. While 56% of the 'going university' students' fathers had a Grade XII or higher education, the percentage for the 'not going' group was only 25%.

(2) While 55% of the 'going university' group and 51% of the 'going community college' group reported family incomes of $16,000 and over, the percentage for the other groups was only 40%.

1.10 Attitudes Towards Post-Secondary Education

(1) Most students in the 'going' post-secondary groups reported that education beyond high school was (a) absolutely necessary for a good job and (b) important in achieving self-fulfillment. The 'not going' students considered education beyond high school to be absolutely not necessary.

(2) Both the 'going university' and 'going community college' student indicated career development goals as their most important post-secondary goals. Critical, intellectual and self-fulfillment and community participation and citizenship goals were of lesser importance.

1.11 Educational Aspirations

(1) Data analysis reveals that while 95% of the 'going university' and 67% of the 'going community college' students expected to obtain a post-secondary degree or higher, only 20% of the 'not going' students expected to obtain similar education.

1.12 Regional Analysis

(1) Winnipeg has the largest percentage of 'going university' students, while Winnipeg and Parklands had the largest proportion of 'going community college' students.

(2) Winnipeg was the principal source of students for the University of Manitoba, University of Winnipeg and St. Boniface College. The major source of students for Brandon University was the Southwest region and for St. Boniface College the Southeast region. Assiniboine Community College drew the majority of its students from the Southwest while Keewatin drew its students from the Parklands and North.

(3) Parents were the most influential persons on student decision-making.

(4) Important influencing high school activities were the students' feelings that they were well prepared for continuing education and that they had received information about opportunities for continuing training and education.

(5) Knowledge of areas of good employment opportunities, social life, new life style and opportunity to live away from home were important circumstances influencing student decisions in all regions.

(6) Fathers' level of education was highest in Winnipeg and lowest in the Southeast, South Central, Interlake and Parklands regions.

(7) Students in the North and Winnipeg had the highest educational aspirations of students in any geocode region.

(8) Winnipeg had the largest proportion of students with family incomes of $16,000 and up.

(9) Students in all regions intended to finance their first year of continuing education using personal savings or a part-time job.

(10) Rural students were less certain of financing their first year of post-secondary education than students from Winnipeg.

THE GRADE 12 CLASS OF 1978-PROFILE OF CHARACTERISTICS TO OUTCOMES

Profile Characteristics	OUTCOMES				
	Going University Group	Going Community College Group	Going Impacted Group	Not Going Group	Undecided
Highest Level of Education Expected to Complete	- college or university degree (56%) - post-graduate degree (39%)	- college or university degree (62%) - some college or university (17%)	- college or university degree (51%) - some college or university (25%)	- high school graduate (64%) - college or university degree (17%)	- some college or university (32%) - college or university degree (25%)
Influence of Individuals	- parents - college or university student - friends	- parents - college or university student - friends	- parents - friends - college or university student	- parents - friends - employers	- parents - friends - employers
Influence of Circumstances	- knowledge of good employment opportunities - reputation of institution - desire new life style	- knowledge of good employment opportunities - reputation of institution - social life	- knowledge of good employment opportunities - opportunity to live away from home - present state of employment/ unemployment	- desire to live away from home - social life - knowledge of good employment opportunities	- knowledge of good employment opportunities - social life - desire to live away from home
Influence of High School Activities	- well prepared for continuing education - information received re: continuing education - activities with future usefulness	- information received re: training opportunities - information received re: continuing education - someone expressed personal interest	- well prepared for continuing education - information received re: continuing education - someone expressed personal interest	- prepared with skills for immediate employment - someone assisted me in finding employment - someone expressed personal interest	- well prepared for continuing education - prepared with skills for immediate employment - information received re: continuing education
[illegible] standing	A to B	B to C	B to C	B to C	B to C
Father's Education	- 56% have Grade 12 or more	- 40% have Grade 12 or more	- 39% have Grade 12 or more	- 25% have Grade 12 or more	- 33% have Grade 12 or more
Family Income	- single largest group $25,000+ (27%) - 55% earn $16,000+	- single largest group $16,000-$19,999 (24%) - 51% earn $16,000+	- single largest group $14,000-$15,999 (17%) - 40% earn $16,000+	- single largest group $25,000+ (19%) - 42% earn $16,000+	- single largest group $12,000-$13,999 (17%) - 41% earn $16,000+
Certainty of Financing First Year	- very certain	- very certain	- certain	N/A	- somewhat certain
Sources of Financial Support	- summer employment - room and board - other family aid	- summer employment - personal savings - room and board	- summer employment - personal savings - government student aid	N/A	- summer employment - personal savings - part-time job
Necessity of Education Beyond High School For a Good Job	- absolutely necessary	- absolutely necessary	- moderately necessary	- absolutely not necessary	- somewhat necessary
Importance of Education Beyond High School in Achieving Self-Fulfilment	- extremely important	- extremely important	- extremely important	- somewhat important	- somewhat important

NOTE: 1. The Profile of Characteristics to Outcomes is the result of research sponsored by the Manitoba Post-Secondary Research Reference Committee on a continuing basis, 1972-1978.

2. "Going Impacted" Students - Research findings since 1972 have indicated this is a large sub-group of students who intend on immediate post-secondary enrolment but due to impacting factors such as finances, quotas and constraints, employment opportunities, etc., only about 40% actually arrive.

CHAPTER II

METHODOLOGY

2.1 Sample Size and Selection

The Grade XII public school student population numbered 14,003 in September, 1977. The PDEM-II survey sampled 2,210 students (15.8% of the target population) and 1,904 completed questionnaires were returned. This represents a response rate of 86.2% of the original sample.

The target population of schools surveyed in 1977-78 comprised all public and private schools in Manitoba with Grade X to XII enrollments. Special considerations were used in drawing the sample. These were:

(a) participation rates in post-secondary education

(b) school population distribution by geocode region, and

(c) special agency requirements.

A total of 60 schools were selected from the 8 geocode regions. Approximately 25% of the schools included in each year's sample are rotated so that a complete picture of all schools can be obtained as well as to ensure that there is no bias in the sampling procedure. Sample sizes have been increased for areas where the sample estimates would not yield the accuracy or level of confidence necessary for regional or institutional analysis.

2.2 Questionnaire Development

The survey questionnaire was developed by a working group consisting of members of the Post-Secondary Research Reference Committee and was based, with minor modifications, on the questionnaires used in the 1975-76 and 1976-77 PDEM-II survey. Special emphasis has been placed on the following points in preparing the survey:

(a) longitudinal aspects of the PDEM-II project (the surveying of the same students in Grade X, XI and XII over a 3-year period) so a core of questions was kept comparable between survey years and grades

(b) the post-secondary education goals of students

(c) events impacting student decisionmaking regarding post-secondary education, and

(d) an interest in barriers, actual or perceived, to post-secondary education.

Questions essential to the production of a three year post-secondary forecast were retained without change from the previous survey years.

2.3 Survey Techniques

In early fall of 1977, a letter was sent out to all school superintendents and principals in this year's sample informing them of this year's survey and eliciting their cooperation. The next contacts were by phone to see if the schools were willing to be a part of the survey and indicate additional information on the survey background, objectives and the methodology to be used for choosing the sample.

A package was then sent out to each school containing its particular sample size, identification number lists and random number tables to allow them to draw a systematic random sample of students from each grade.

Administration of the survey was undertaken with 40 schools being visited in person by teams of interviewers who administered the questionnaire in group sessions. For some rural and northern schools, mail packages were sent with taped and written instructions on how to administer the survey. The questionnaires were then administered by school personnel and then returned for analysis.

2.4 Data Analysis

Upon completion of the survey, the first step in data conversion was to check the completeness, validity and purity of the answers registered on the questionnaires. The team of coders then went through the survey, question by question transferring the codes using the established coding system to the appropriate box on the survey. Upon completion of the coding, the questionnaires were then checked by the supervisor. The coded questionnaires were then keypunched and verified. Editing was done by hand before the base SPSS computer files were set up. Analysis of the data was then undertaken using descriptive statistics and one-way frequency distributions as well as contingency tables and related measures of association. The data was broken down into various sub-populations and a comparative analysis prepared. Sub-populations chosen were derived from the data base according to the logic and direction of the research. Through the application of statistical and other operational research techniques, quantitative conclusions were drawn and inferences made.

CHAPTER III

BACKGROUND CHARACTERISTICS AND EDUCATIONAL PLANS

3.1 Social Class Background and Educational Aspirations: An Overview

The importance accorded parental encouragement when viewing class related differences in educational aspirations is evident throughout the educational literature. As Sewel & Shah (1968) noted, parental encouragement makes a substantial contribution to the explained variance in the educational aspirations of high school students. They found that the proportion of individuals displaying post-secondary aspirations was greater among those students who perceived parental encouragement than those who did not. This resulted in their concluding that parental encouragement was a powerful intervening variable between social class background and educational aspirations.

Rehberg and Westby (1967) postulated that parental encouragement is a necessary prerequisite for continuing education beyond the high school level regardless of social class background. Herriott (1963) concurred, suggesting that an individual's continual self-assessment, as well as the expectation they perceive as being held for them by 'significant others', were responsible for maintaining their level of aspiration. Also supportive of this was Breton (1972) who suggested that the students most likely to continue beyond high school were those who perceived their parents as holding educational aspirations for them. Indeed Hall (1948) and Jones (1965) argued that evidence of the influence exerted by the family in the educational decision-making process was found in the fact that students from higher social class backgrounds had higher educational aspirations.

The low educational aspirations of students from lower social class backgrounds stem from a socialization process which placed less emphasis on

success, values, different symbolic indicators of success and perceived education as a means of instrumental advancement (Breton, 1972; Miztuchi, 1964; Hyman, 1953; Berelson & Steiner, 1964).

As Breton (1972) noted, if a student had decided upon certain values social origin had an effect on whether education was the route to reach that goal. Hyman (1953) supported this suggesting that families from a lower social class background place less emphasis upon post-secondary education as a means for advancement and therefore were seen as being less likely to desire it for their children. Owing to the fact that these individuals gave priority to economic considerations (wages, security) over congeniality of career pattern as well as being less likely to strive for educational 'success', it was not surprising that he implied that students from these families were less likely to exhibit educational expectations.

Support for Hyman may be found in the works of Rocher (1975) who suggested that the fewer number of students from lower social class backgrounds entering post-secondary institutions was evidence of their lower educational aspirations. This was a reflection of the negative parental aspirations which arose out of the belief that due to monetary and/or economic constraints higher education was unavailable to them.

Further reasons for low educational aspirations among lower social class students were presented by Bell and Stub (1968). They argued that a feeling of 'inevitability of class position' permeated the lower classes, resulting in negative feelings towards education in students with these backgrounds. Monetary constraints, few 'significant others' as role models of success achieved through education as well as a childhood socialization

process that places a relatively low value on intellectual and educational activities were all cited as reasons for students not aspiring to higher education. These students have never been encouraged to attend and, as a result do not realize that they could have access. Education is perceived, by them, as being 'for others' and they view themselves as unfit economically and/or intellectually to pursue it. The values, goals, beliefs and social expectations which are reflective of their position in the social structure results in parents from low social class backgrounds being less likely to encourage their children to attend education beyond high school.

Conversely students from higher social class backgrounds are viewed as possessing a greater feeling of control over their lives. They benefit from parental encouragement because for the parent from higher social class backgrounds, there is never any question as to whether or not their children will attend post-secondary. Consequently, these students believe that education is their natural right resulting in positive attitudes on their part towards post-secondary education (Bell and Stub, 1968, Nagasawa, 1971; Breton, 1972). As Perrucci (1965) advocated educational aspirations are more related to a general way of life than to personal desires. Students from higher social class backgrounds have more control over their future, benefit from a socialization process which prepares them to overcome barriers, are less worried about finding a job and more inclined to demonstrate competence in deciding their careers.

As Porter notes, where parents have high occupational status, they will also have more education, higher incomes and smaller families. Their children will have a greater chance to complete their education and to inherit parental status than children with parents of lower social class backgrounds.

The lower class family does not value education so highly because it is a privilege beyond their horizons of opportunity and at the same time lacking education themselves, they fail to appreciate its value and to encourage their children (Porter, 1964:195). With this in mind let us now turn to a description of sample characteristics.

3.2 Sample Characteristics

3.2.1 Respondents by Sex

As indicated in Table 1, of the 1897 Grade XII students taking part in this year's survey, 54.1% were female and 45.9% were male. When comparing these figures to the total percentage of females enrolled in all Manitoba Schools in 1975-76, it was found that the female population was slightly over-represented in this sample However, this over-representation was of such a minor nature that it was felt that the outcomes of the survey would not be affected.

TABLE 1

Grade XII Respondents by Sex

Sex	Number	%	% of Total Enrolments 1976-77*
Male	866	45.9	49.4
Female	1,019	54.1	50.6
Not Stated	12	-	-

*Source: Department of Education; Education Data Services

3.2.2 Respondents by Region Surveyed

63.3% of this year's Grade XII sample were non-Winnipeg students (Table 2).

TABLE 2

Respondents by Winnipeg/Non-Winnipeg Region

N=1854

Region	Number	%
Winnipeg	680	36.7
Non-Winnipeg	1,174	68.3
TOTAL	1,854	100.0

3.2.3 Age Distribution

Approximately 81% of this year's sample were 17 or 18 years of age. As noted in Table 3, 17.3% of the students were 16 years old or younger while the remaining 1.9% were 19 and older.

TABLE 3

Age Distribution

N=1875

Age	%
16 and under	17.3
17	72.1
18	8.7
19 and older	1.9

3.2.4 Preferred Major Language of Instruction

As expected, the overwhelming majority of students (92.8%) indicated that their preferred language of instruction in post-secondary institutions is English. Of the remaining students, 6.0% preferred to be taught in both official languages while 1.2% indicated a preference for French as their major language of instruction (Table 4).

TABLE 4

Preferred Major Language of Instruction

N=1655

Preferred Language	%
English	92.8
French	1.2
Both	6.0

3.2.5 Post-Secondary Decision Groups

The majority of students surveyed this year fell into the 'undecided' (27.1%) and 'going impacted' (30.2%) groups (Table 5). It is interesting to note that approximately three times more students planned on going to university (16.6%) than community college (5.9%). The remaining 20.2% of the students either planned on not continuing their education beyond high school (11.3%) or had stated 'other' intentions (8.9%). Military college, R.C.M.P., veterinary school as well as various other courses not offered in Manitoba are examples of the plans of students in the 'other' category.

TABLE 5

Distribution by Post-Secondary Decision Group

N=1854

Decision	Number	%
Going University	308	16.6
Going Community College	109	5.9
Going Impacted*	559	30.2
Undecided	503	27.1
Not Going	209	11.3
Other	166	8.9

* Going on if things work out; i.e. marks, finances

3.3 Background Characteristics

3.3.1 Number of Brothers & Sisters

Table 6 indicates that students belonging to the 'going university' and 'going community college' groups were less likely than the students in the other decision groups to have more than three brothers and sisters.

TABLE 6

Number of Brothers and Sisters

Number of Brothers and Sisters	Student Decision Group				
	Going University	Going Community College	Going Impacted	Undecided	Not Going
1	22.9%	29.1%	17.6%	15.2%	15.0%
2	29.7	25.2	29.4	22.8	25.0
3	23.9	18.4	21.8	23.8	21.5
4	12.3	14.6	10.8	15.2	18.5
5 or more	11.3	12.5	20.5	20.4	20.0

3.3.2 Parent's Level of Education

3.3.2a Father's Level of Education

Upon examining Table 7 it was noted that those students in the 'going to university' and 'going to community college' groups were the most likely to have fathers who were educated beyond the high school level. While 41.5% of the 'going to university' group and 27.4% of the 'going to community college' group reported that their fathers had attained education beyond the high school level, only 12.9% of the 'not going' group reported their fathers as having achieved comparable levels of education. Further analysis reveals that approximately 19% of the 'going to university' group and 29% of the 'going to community college' group reported their fathers as having below a Grade VIII or less level of education. In comparison it was observed that over 50% of the students in the 'not going' group indicated that their fathers had a Grade VIII or less level of education.

TABLE 7

Father's Highest Level of Education

Father's Level of Education	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Grade VIII or less	19.1%	29.2%	40.6%	33.9%	50.2%
Some High School	24.0	30.2	26.2	26.6	24.9
High School Graduate	14.1	12.3	12.0	16.0	11.0
Tech./Voc. School above High School Level	7.2	6.6	4.4	6.7	1.9
Some College or University	6.9	8.6	4.6	4.2	2.9
College or University Degree	15.8	9.4	7.4	6.9	4.8
Post-Graduate Degree	11.6	2.8	3.4	3.5	3.3
Other	1.3	0.9	1.4	2.2	1.0

3.3.2b Mother's Level of Education

Once again the education of the parent is seen as having some impact on the educational plans of the student. As shown in Table 8, the students in the 'going to university' and 'going to community college' groups are seen as having the lowest proportions of mothers with a Grade VIII or less education. Conversely, the 'going to university' group were found to have the largest percentage of mothers who had attained a post-secondary education (35.6%). Approximately 30% of the 'not going' group indicated that their mothers had a Grade VIII or less education while 21.6% were reported as achieving varying levels of post-secondary education.

TABLE 8

Mother's Highest Level of Education

Mother's Level of Education	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Grace VIII or less	12.0%	18.7%	22.5%	21.2%	29.2%
Some High School	26.2	27.1	33.1	36.9	33.5
High School Graduate	23.9	29.0	20.1	19.3	14.8
Tech/Voc School above High School level	11.0	4.7	7.8	8.0	7.7
Some College or University	6.0	9.3	6.8	4.7	7.2
College or University Degree	16.6	9.3	7.0	6.5	5.3
Post-graduate Degree	2.0	0.0	2.4	2.2	1.4
Other	2.3	1.9	0.3	1.2	1.0

3.3.3 Family Income

Upon examination, Table 9 shows that those students who have made definite post-secondary plans most often report their parents as earning in excess of $16,000 annually. The student estimates of family income indicate that the 'going to university' group have the largest proportion of families earning in excess of $16,000 (55.5%). This same group had the smallest proportion of families earning under $6,000 (2.8%) and the largest percentage of families earning in excess of $25,000 (27%). A more detailed breakdown of income distributions may be seen by looking at Table 9.

TABLE 9

Students' Estimates of (Annual) Parental Income

Income Level ($)	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Under 6,000	2.8%	3.2%	6.9%	4.4%	4.6%
6,000 - 7,999	4.3	2.1	6.4	5.1	8.1
8,000 - 9,999	5.7	8.5	8.6	7.2	6.4
10,000 - 11,999	9.3	11.7	9.1	11.2	13.9
12,000 - 13,999	9.6	10.6	16.7	15.0	9.8
14,000 - 15,999	12.8	12.8	11.3	17.5	15.9
16,000 - 19,999	11.4	24.5	13.5	16.5	9.2
20,000 - 24,999	17.1	7.4	13.0	12.5	13.9
25,000 and up	27.0	19.1	14.5	10.6	19.1

3.3.4 Academic Standing Last Year

It is apparent that 80.3% of the students in the 'going university' group most often fall in the A+ to B mark range (Table 10). While the remaining groups report their academic averages mainly in the B to C range, it is interesting to note that the 'not going' group has the highest percentage (47.8%) of students reporting their academic average as falling in the C to D range.

TABLE 10

Last Year's Academic Average

Academic Average	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
A+	7.8%	0.0%	2.0%	1.1%	1.5%
A	31.7	10.3	10.8	14.1	10.7
B	40.8	45.8	38.6	44.7	36.6
C	17.6	39.3	35.7	35.0	40.0
D	1.3	3.7	8.2	3.6	7.8
P	0.7	0.9	3.2	1.4	2.9
S	0.0	0.0	1.4	0.0	0.5

3.3.5 Attitudes Towards Post-Secondary Education

The importance students attach to education for their achieving a 'good permanent job' can be seen in Table 11. As expected, students in the 'going' groups attach the most importance to post-secondary education for

attaining a 'good job'. In comparison, the largest percentage of students in the 'not going' group (45.4%) revealed that they believe post-secondary education is not necessary in gaining a 'good job'.

A similar pattern emerges when looking at student attitudes regarding the importance of post-secondary education in achieving self-fulfillment and learning (Table 12). Over 60% of the students in the three 'going' groups reported that they viewed education beyond high school as important to self-fulfillment. Again the largest percentage of students indicating that post-secondary education was not important in achieving self-fulfillment were the students in the 'not going' group (43.9%).

TABLE 11

Attitudes Towards Post-Secondary Education

Student Decision Groups	Education beyond High School is necessary to get a good permanent job.	Education beyond High School is not necessary to get a good permanent job.
Going University	76.7%	8.2%
Going Community College	74.0	11.0
Going Impacted	63.4	17.7
Undecided	47.0	27.8
Not going	32.8	45.4

TABLE 12

Attitudes Towards Post-Secondary Education

Student Decision Groups	Education beyond High School is important for the sake of learning itself and achieving self-fulfillment	Education beyond High School is not important for the sake of learning itself and achieving self-fulfillment
Going University	68.0%	15.0%
Going Community College	67.9	11.0
Going Impacted	60.1	18.2
Undecided	46.9	24.9
Not Going	33.3	43.9

3.3.6 Post-Secondary Goals

TABLE 13

Student's Post-Secondary Goals

Major Goal Areas	Student Decision Group			
	Going University	Going Community College	Going Impacted	Undecided
Critical, Intellectual and Self-Development	27.0%	30.2%	29.8%	38.5%
Career Development	70.3	67.0	65.6	56.2
Community Participation and Citizenship Goals	2.7	2.0	3.2	3.8

It becomes apparent in Table 13 that career development is the most important goal to the majority of students in all four decision groups. The largest percentage (38.5%) of students indicating critical, intellectual and self-development as post-secondary goals belong to the 'undecided' group. A more detailed breakdown of student goals may be viewed in Appendix A.

3.3.7 Highest Level of Education

As shown in Table 14, 98.4% of the students in the 'going to university' group indicated that they were planning on taking some form of university education. For those students in the 'going to community college' group, 95.4% suggested that various stages of post-secondary education were in their plans. Also, of the students belonging to the 'going impacted' group, 96.7% of them indicated that they were planning on some form of continuing education beyond high school. The 'level of education' and 'student decision group' questions were employed in the questionnaire to provide an internal check on the reported post-secondary plans of students. The outcomes observed in Table 14 attest to the reliability of the question in getting consistent results.

Further analysis of Table 14 reveals that 72.8% of the students in the 'undecided' group and 33.9% of the 'not going' group indicated that they planned on continuing their education beyond the high-school level.

TABLE 14

Highest Level of Education Student Expects to Complete

Level of Education	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
High School Graduate	1.0%	4.6%	25.2%	2.9%	64.0%
Tech./Voc. School beyond High School level	0.3	11.1	11.2	10.4	3.1
Some College or University	3.0	17.6	32.2	25.1	10.3
College or University Degree	56.1	62.0	25.4	51.0	17.4
Post-Graduate Degree	39.3	4.7	4.0	10.2	3.1
Other	0.3	0.0	2.0	0.9	2.0

CHAPTER IV

PLANS FOR THE FUTURE

The plans of students after leaving high school will be discussed in this chapter. This includes both post-secondary education and career/other plans of students. The specific institution and program choices of students indicating their intentions to attend post-secondary institutions will also be discussed.

4.1 Plans Next Year of Grade XII Students

4.1.1 Plans of 1977 Grade XII Students

The stated plans of 1977 Grade XII students are listed in Table 15. These plans have been weighted by the likelihood of the occurrence. The table indicates that 29.4% of the students planned to go to university while 33.1% planned to go to community college. The students indicated that 42.9% planned to get a full-time job next year, 40.3% a part-time job and 26.3% of the students wished to travel extensively. Note that the total of the responses exceeds 100% as the plan categories are not mutually exclusive.

TABLE 15

Plans of 1977 Grade XII Students

Plans*	%
Go to University	29.4
Go to Community College	33.1
Go to other Post-Secondary Institution	16.1
Get a full-time job	42.9
Get a part-time job	40.3
Get job training	20.8
Get married	17.3
Travel extensively	26.3
Do volunteer work	12.7

*weighted by likelihood of student plans.

4.2 Date of Entry Into Post-Secondary Education

4.2.1 Students' Delaying Education but Continuing Their Education Within the Next Five Years

Approximately 68% of the students who were not going on to post-secondary education next year indicated a 60% or better chance of continuing their education within the next 5 years (Table 16).

TABLE 16

Students' Delaying Education But
Continuing Education Within Next Five Years

N = 523

Chance of Continuing	Number	%
20% chance	77	14.8
40% chance	91	17.3
60% chance	136	26.0
80% chance	125	23.9
100% chance	94	18.0

4.2.2 Planned Entry Date Into Post-Secondary Education

The students surveyed indicated that 66.4% of the students going on to post-secondary education planned to do so in September/January 1978/79; 23.4% of the students planned to enter in September 1979 with the remainder two or more years later (Table 17).

TABLE 17

Planned Date of Entry Into Post-Secondary Education

N = 1640

Date of Entry	Number	%
September 1978	948	57.8
January/February 1979	141	8.6
September 1979	384	23.4
1980 or later	167	10.2

4.3 Full-Time/Part-Time Study Plans of Students Planning to Enter Post-Secondary Education

Of the students planning to go on to post-secondary education, 66.8% expressed intentions to attend full-time, 8.8% part-time during the day or evening and 24.5% were undecided as to how they wished to attend (Table 18).

TABLE 18

Full-Time/Part-Time Study Plans of Students Entering Post-Secondary Education

N = 1652

Plan	Number	%
Full-time	1,103	66.8
Part-time (day)	110	6.7
Part-time (evening & Saturday)	35	2.1
Undecided	404	24.5

4.4 Pure Demand for Post-Secondary Education

4.4.1 First, Second and Third Choice Institutions

Table 19 contains the detailed breakdown of the pure demand for post-secondary institutions by Grade XII students. The universities share of the total demand varied from 49.9% for the universities as a first choice institution to 43.1% for the universities as a third choice. The community colleges had 35.2% of the first choice demand share; this declined to approximately 32.2% as a third choice institution share. Other institutions, both inside and outside the province, had a 15.0% to 24.7% share variation between first choice shares and third choice shares.

The University of Manitoba was the first choice institution of a majority of Grade XII students - 39%; Red River Community College was the first choice institution for 30% of the Grade XII students.

TABLE 19

Grade XII Pure* Demand for Post-Secondary Education

Institution	First Choice	Second Choice	Third Choice
University of Manitoba	39.0%	20.6%	15.2%
University of Winnipeg	4.9	14.9	15.4
Brandon University	4.4	10.9	12.0
St. Boniface College	1.6	0.0	0.5
Universities Total	49.9 (655)	46.4 (388)	43.1 (193)
Red River Community College	29.9	19.0	19.0
Assiniboine Comm. College	4.3	8.1	8.3
Keewatin Comm. College	1.0	2.6	4.9
Community Colleges Total	35.2 (462)	29.7 (248)	32.2 (142)
Others in Manitoba	4.7	4.8	8.0
Others outside Manitoba	10.3	19.2	16.7
Others Total	15.0 (197)	24.0 (201)	24.7 (110)
Total	100.0 (1314)	100.0 (837)	100.0 (445)

*Unconstrained by quotas

4.4.2 First Choice Program of Studies at the Community Colleges

The detailed distribution of the first choice program of studies at each of the community colleges can be found in Tables 20, 21 and 22. The majority of the Grade XII students choosing Red River Community College as their first choice institution indicated that they would like to enroll in a two-year diploma program (53%); 47% chose a one year or less certificate program. For Assiniboine Community College and Keewatin Community College the majority of the Grade XII students planning to attend these institutions chose one year or less certificate programs, 78% and 83% respectively.

4.4.3 First Choice Program of Studies at the Universities

Table 23 shows the distribution of the first choice program of studies at the University of Manitoba as a first choice institution. The major programs selected were Arts 24.2%, Science 22.1%, Administrative Studies 9.6%, Physical Education 8.4% and Engineering and Education 7.9% and 7.8% respectively.

TABLE 20

First Choice Program at First Choice Institutions
Red River Community College

(N=441)

Program*	%
A. Two Year Diploma	
Applied Arts Group	6.3
Business Administration Group	10.0
Chemical Technology	2.5
Electrical/Electronic Technology	6.8
Child Care Services	5.5
Civil Technology	4.1
Mechanical Technology	5.1
Computer Analyst Programmer	2.8
Diploma Nursing	3.1
Secretarial Science	3.9
Teacher Education	2.9
B. One Year or Less Certificate	
Requiring Grade XII	
Applied Arts Group	0.6
Health Sciences	8.8
Power Engineer	0.5
Requiring Grade XI	
Applied Arts Group	3.0
Business Group	4.1
Drafting	2.1
Electrical/Electronic	0.4
Requiring Grade X	
Applied Arts Group	6.5
Auto/Diesel Trades	11.1
Construction Trades	3.3
Electrical Trades	0.1
Health LPN Services	2.2
Business Group	3.2
Metal Trades	0.8
Industrial Electrical	0.2
Industrial Electronic	0.5

*Program in terms of course groupings.

TABLE 21

First Choice Program at First Choice Institutions
at Assiniboine Community College

(N=70)

Program *	%
A. Two Year Diploma	
Business Group	20.1
Electronic Technology Group	1.6
B. One Year or Less Certificate	
Requiring Grade XII	
Social Services	18.5
Requiring Grade XI	
Drafting Group	1.6
Electronic Technical	2.0
Requiring Grade X	
Licensed Practical Nursing	6.8
Stenography	2.4
Business Group	16.5
Consumer Services	14.9
Construction and Drafting	2.0
Electrical	1.6
Mechanical	17.7

*Program in terms of course groupings.

TABLE 22

First Choice Program at First Choice Institutions
at Keewatin Community College

(N=14)

Program *	%
A. Two Year Diploma	
Mineral Science Technology	17.0
B. One Year or Less Certificate	
Requiring Grade XII	
Mineral Science Technician	1.0
Requiring Grade XI	
Business Group	22.0
Skilled Trades Group	0.1
Requiring Grade X	
Business and Applied Arts Group	12.2
Health Services	23.0
Skilled Trades	25.0

*Program in terms of course groupings.

TABLE 23

First Choice Program at First Choice Institution

University of Manitoba

Program	Number	%
Administrative Studies	57	9.6
Agriculture	37	6.2
Architecture	15	2.5
Arts	143	24.2
Dental Hygiene	7	1.2
Education	46	7.8
Engineering	47	7.9
Fine Arts	7	1.2
Home Economics	15	1.7
Medical Rehabilitation	15	2.5
Music	9	1.5
Nursing	19	3.2
Physical Education	50	8.4
Science	131	22.1
Total	593	100.0%

The first choice program distribution for the University of Winnipeg shows that students selected Arts 57.9% of the time, Education 17.0% and Science 25.1% (Table 24).

TABLE 24

First Choice Program at First Choice Institution

University of Winnipeg

Program	Number	%
Arts	24	57.9
Education	7	17.0
Science	10	25.1
Total	41	100.0

Students choosing Brandon University as their first choice institution had a choice distribution of 27.5% for Science, 31.3% Arts, 25.5% Education and the remainder General Studies and Music (Table 25).

TABLE 25

First Choice Program at First Choice Institution

Brandon University

Program	Number	%
Arts	18	31.3
Education	14	25.5
General Studies	4	8.0
Music	4	7.7
Science	15	27.5
Total	56	100.0

4.4.4 Stability of Institutional Choice

The stability of post-secondary institutional choice (i.e. same type of institution for both first and second choice) is summarized in Table 26. It is evident that students who chose a university as a first choice institution tend to choose a university as a second choice. However this is not the case for students who chose a community college as a first choice institution; in terms of second choice institution, these students were equally divided between university and community college. Students who chose an institution in Manitoba other than a university or community college as a first choice were distributed evenly amongst university, community college, and other Manitoba as second choices. Post-secondary institutions outside Manitoba remained the second choice for most students choosing it as a first choice; however, universities in Manitoba as a second choice could receive about 40% of these students.

TABLE 26

Stability of Post-Secondary Institutional Choice

(same type of institution for both first and second choice)

First Choice Institution	Second Choice Institution			
	University	Community College	Other Manitoba	Outside Manitoba
University	53.2%	28.7%	1.9%	16.2%
Community College	45.3	44.7	5.3	4.6
Other Manitoba	29.0	31.0	31.0	9.0
Outside Manitoba	40.0	12.2	0.6	47.1

CHAPTER V

INFLUENCES ON STUDENT POST-SECONDARY DECISIONS

This chapter focuses on the various factors which are viewed as influencing student post-secondary decisions. Appearing in the first section is a discussion concerning the major financial sources of students in the four decision groups. Following this, attention is accorded to the role students report that individuals, circumstances, high school activities and counselling services play in influencing their post-secondary decisions. The chapter concludes by presenting the students' reasons for choosing their institution, the events they regard as impacting on their decisions and finally, their occupational choice.

5.1 Financing Post-Secondary Education

It was found that of the four decision groups, the largest percentage of students not knowing anything about student aid belonged to the 'undecided' and 'going impacted' groups (Table 27). While 'summer employment' was the most frequently cited major source of finance for all groups, it is of interest to note the rank accorded 'student aid' by the students in the 'undecided' and 'going impacted' groups (Table 28). Furthermore it can be observed that these students reported 'scholarships' and 'full-time jobs during the academic year' as being of major importance to a large percentage of them when planning finances for the coming year. However, as noted in Chapter III (Table 10), the marks of the students in the 'undecided' and 'going impacted' groups would seem to indicate that they are the least likely to receive scholarships and the least able to afford the time to work full-time and maintain the necessary grades. Bearing this in mind, the importance of a 'summer job'

TABLE 27

Awareness of Student Aid Program

Awareness of Student Aid Program	Student Decision Group			
	Going University	Going Community College	Going Impacted	Undecided
I have a good understanding of the program	7.5%	17.4%	8.1%	8.4%
I know a few things about the program	60.1	55.1	56.1	49.9
I know nothing about student aid	32.4	27.5	35.8	41.7

TABLE 28

Major Sources of Finance for First Year of Post-Secondary Education

Major Sources	Going University		Going Community College		Going Impacted		Undecided	
	Rank		Rank		Rank		Rank	
Summer Employment	1	52.8%	1	36.2%	1	50.3%	1	48.4%
Room and Board at home	2	39.2	3	27.9	4	26.7	3	25.2
Personal Savings	4	26.8	2	29.5	2	28.3	2	28.2
Government student aid	6	19.8	6	17.9	3	27.8	5	23.7
Part-time job during academic year	5	19.9	4	25.7	5	25.7	4	25.0
Other monetary aid from relatives or friends	3	32.2	5	24.8	6	22.3	6	18.2
Other scholarships, grants	7	13.0	8	2.8	7	14.2	7	13.7
Full-time job during academic year	8	2.7	7	9.5	8	8.1	8	13.1

and 'student aid' to these students in their making post-secondary plans becomes obvious. When one takes into consideration the present economic conditions and the availability of 'summer jobs' it would appear that for a large percentage of these students, their future post-secondary plans are contingent upon their receiving 'student aid'.

As evidenced in Table 29 the largest percentage of students reporting that they are either 'unsure' or 'could not make it through' belong to the 'undecided' and 'going impacted' decision groups. In comparison one can see that the students in the 'going to university' and 'going to community college' groups view themselves as being the most able to 'make it through' without student aid (Table 29).

TABLE 29

Degree of Need for Financial Aid from Manitoba Student Aid Program

Dependence on Student Aid	Student Decision Group			
	Going University	Going Community College	Undecided	Going Impacted
Definitely could make it without Student Aid	26.6%	29.5%	19.2%	14.6%
Probably could make it through without Student Aid	33.4	37.1	30.2	31.7
Do not know whether I could make it or not without Student Aid	27.8	22.9	32.3	32.3
Probably could not make it through without Student Aid	8.6	6.7	12.6	13.7
Definitely could not make it through without Student Aid	3.6	3.8	5.7	7.7

The findings reported in Table 30 are as expected. Students in the 'going to university' and 'going to community college' groups indicate that they are the least likely to apply for student aid. Conversely, the largest percentage of students planning on applying for student aid belong to the 'undecided' and 'going impacted' groups.

TABLE 30

Intention to Apply for Student Aid

Intention	Going University N = (301)	Going Community College (106)	Going Impacted (535)	Undecided (420)
Will definitely apply	19.6%	17.9%	20.9%	14.3%
Will probably apply	38.9	31.1	43.0	48.1
Will not apply	41.5	50.9	36.1	37.6

Table 31 suggests that the students most certain of financing the first year of their post-secondary education are those in the 'going to university' and 'going to community college' groups. Over 50% of the students in these two groups are 'very certain of financing' as compared to approximately 25% of the students in the 'going impacted' and 'undecided' groups.

TABLE 31

Certainty of Financing First Year
of Continuing Education

Certainty	Going University N=(302)	Going Community College N=(106)	Going Impacted N=(544)	Undecided N=(419)
Very Certain	57.6%	54.7%	25.2%	24.3%
Certain	30.1	34.0	33.1	28.4
Somewhat Certain	11.6	9.4	29.8	30.1
Not Certain at all	0.7	1.9	11.9	17.2

In summary, the students in the 'undecided' and 'going impacted' groups appear to be the students most heavily dependent on 'student aid' for their continuing education. A smaller percentage of them view 'room and board at home' as well as 'other monetary aid from relatives or friends' as being a major source of financing their plans (Table 28). They perceive 'student aid' as being a major financing source and it would appear that a successful future post-secondary career depends upon their receiving it. However, as implied by Herriott (1963) and Sewell and Shah (1968) while financial assistance may attract some of these students, modified parental influence is seen as being a more effective means of inducing post-secondary plans. With this in mind let us now turn to the various influences which impinge upon the students' post-secondary decisions.

5.2 Influencing Factors on Students' Post-Secondary Decision

5.2.1 Influence of People

Parents continue to be the most significant influence on the students' decision concerning plans after high school (Table 32). The 'undecided'

TABLE 32

Influence of People on Students' Post-Secondary Decision

People	Going University		Going Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Parents	74.4	1	65.8	1	58.4	1	62.2	1	56.0	1
College/University student I know	29.4	2	33.6	2	14.2	6	21.9	3	8.2	6
Friends	21.9	3	21.5	3	32.6	2	26.3	2	33.4	2
High School Teacher	21.2	4	19.6	7	20.0	4	18.3	5	9.7	5
Other Relatives	20.6	5	18.6	6	14.5	5	18.7	4	14.6	4
Employer(s) I have Met	15.2	6	20.7	4	24.9	3	18.0	6	23.9	3
Counsellor	12.7	7	18.7	5	12.0	7	14.3	7	7.4	7
College/University Representative	10.3	8	14.0	8	7.8	8	8.7	8	2.4	9
Religious Leader	3.4	9	5.6	9	5.4	9	4.7	9	4.3	8

NOTE: Only those responses indicating a significant or stronger influence were used.

group and the 'not going' group tend to rank influencing people differently than the other decision groups. While college/university student is seen as having a significant influence on most student's decision, the 'undecided' and 'not going' students rank them sixth in importance. Similarly, while employers are a significant influence on the 'undecided' and 'not going' students, they are seen as having less influence on the other students post-secondary decision.

5.2.2 Influence of High School Activities

Significant differences in perception of influential high school activities are found between student decision groups (Table 33). 'Not going' students indicate that the most influential high school activity on their decision is their preparation with skills for obtaining immediate employment. With the exception of the 'undecided' students, this activity is rated much lower in influence by other student groups. The fact that someone assisted these students in finding employment ranked second in influence for the 'not going' students, but was ranked eighth by most of the other student groups. 'Going university' and 'going community college' students tend to rank high school activities similarly with the exception that students planning to go to community college tend to rank preparation with skills for obtaining immediate employment higher.

TABLE 33

Influence of High School Activities on Students' Post-Secondary Decision

High School Activities	Going University		Going Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Feel Well Prepared for Continuing Education	75.8	1	68.2	1	29.1	1	48.2	1	17.9	4
Received Information About Continuing Education Opportunities	41.3	2	55.2	2	26.6	3	37.1	2	15.5	5
Participation in Activities having Future Usefulness	29.4	3	9.4	7	20.9	4	23.9	4	8.7	6
Someone Expressed Personal Interest in my Plans	26.3	4	27.8	3	20.1	6	26.3	3	18.5	3
Counselling Service	12.7	5	16.1	6	9.9	8	12.5	7	6.3	7
Personal Contact with Higher Education Representative	12.6	6	18.6	5	10.4	7	14.6	6	3.9	8
Feel Prepared with Skills for obtaining Immediate Employment	9.1	7	23.3	4	29.0	2	19.6	5	37.6	1
Someone Assisted Me in Finding Employment	5.3	8	5.5	8	20.2	5	11.0	8	19.2	2

5.2.3 Influences of Circumstances

Circumstances influencing a student's decision tend to be ranked similarly by all decision groups with the following exceptions: students who say they are planning to go to post-secondary after high school indicate that the reputation of the institution has a major influence on their decision; students in the other decision categories saw this as having a minimal influence on their decision. Similarly, while students who are either 'undecided about their plans', 'planning to go to post-secondary if things work our' or ' are not going on after high school', view the opportunity to live away from home as being an important factor on their decision. 'Going post-secondary' students indicated that this factor had little influence on their decision (Table 34).

5.3 Reasons for Delaying Entry into Post-Secondary

Three main reasons given by students who indicated that they would attend post-secondary in the future were; "I do not know what I want to do and want some time to think about plans", "I want some work experience" and lack of finances,"do not have adequate finances to continue" or "adequate parental financial support not available" (Table 35).

TABLE 34

Influence of Circumstances on Students' Post-Secondary Decision

Circumstances	Going University		Going Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Knowledge of Good Employment Opportunity	45.1	1	52.4	1	40.6	1	40.4	1	41.8	3
Reputation of the Institution	36.5	2	37.4	2	20.4	7	30.1	6	17.7	6
New Life Style Desired	29.2	3	32.3	4	33.3	4	30.6	5	30.9	4
Present State of Employment/Unemployment	27.8	4	30.8	5	28.8	5	31.2	3	27.4	5
Social Life	26.5	5	35.5	3	40.1	2	30.9	4	41.9	2
Opportunity to Live Away from Home	20.2	6	22.4	6	33.9	3	31.4	2	44.5	1
Athletic or Recreational Program	14.2	7	8.4	7	20.5	6	16.4	7	16.5	7
Religious Relationship	4.2	8	5.6	8	6.8	8	6.4	8	6.8	8

NOTE: Only those responses indicating a significant or stronger influence were used.

TABLE 35

Reasons for Delaying Education

Reason	%
Do not know what to do	36.5
Wanted work experience	34.3
Take a break from school	28.4
Not adequate finances to continue	20.9
Wanted to buy things	18.0
Not adequate parental financial support available	10.2
Disillusioned about further education	6.7

5.4 Adequacy of Counselling Services

Table 36 indicates the adequacy of various counselling services utilized by the students. The table also gives an idea of how many students had received some counselling in the various areas. It is evident that a majority of the students had received counselling concerning high school options, general information on careers, e.g. aptitude tests, and specific information on careers or occupations. However, it was also evident that few students had received counselling on how to locate a job, placement service (assistance in locating or obtaining a job) or on financial assistance available for high school or post-secondary education.

Most students who utilized these counselling services indicated that they were adequate to very adequate.

TABLE 36

Adequacy of Counselling Services by those Students Utilizing Counselling Services

	Very Inadequate	Inadequate	Undecided	Adequate	Very Adequate
High School Course Options (N=983)	4.3%	4.7%	12.4%	56.4%	22.3%
Universities (N=769)	3.0	7.9	12.4	51.8	25.0
Community Colleges (N=715)	1.7	7.7	13.2	53.6	23.8
Financial Counselling re: High School Education (N=222)	5.0	10.8	24.3	45.0	14.9
Financial Counselling re: Post-Secondary Education (N=314)	5.1	9.6	25.2	43.9	16.2
General Information on Careers (N=927)	3.3	14.1	16.3	49.4	16.8
Personal Counselling re: Careers (N=705)	4.4	10.2	18.0	50.5	16.9
Specific Career Counselling (N=844)	3.8	9.8	22.0	46.7	17.7
Job Search Techniques (N=317)	4.7	12.3	23.3	49.5	10.1
Job Placement Service (N=240)	7.5	15.4	26.7	37.9	12.5

5.5 Reasons for Choosing First Choice Program of Studies

Students in all decision categories gave the same reasons why they chose their first choice program of studies (Table 37). They believe that their program choice will be challenging and interesting. Students also indicate that they desire skills and training in that particular area and they believe they will obtain a good job with high pay upon graduation.

5.6 Impacting Events on Students' Post-Secondary Decision

Students were given a list of events and were asked to indicate what impact (major, some, none) each event would have on their plans after high school (Table 38).

Students who were planning to definitely go to post-secondary after high school or to go if things worked out, indicated that the unavailability of family financial support would have a significant impact on their decision.

For students who are planning to go to university after high school, the lack of employment in the summer between high school and university could alter their decision. Increasing unemployment in occupational areas where these students want to work could impact the plans of about 27% of the 'going university' students.

About one-third of the students who planned to go to a community college after Grade XII indicated that their decision could be affected if they were given the opportunity to train on the job, or if people in their chosen occupation became unemployed.

TABLE 37

Reasons Why Students Chose Their First Choice Program of Studies

Reasons	Going University		Going Community College		Going Impacted		Undecided	
Challenging and interesting program	82.1%	1	76.9%	1	77.2%	1	64.0%	1
Desire skills and training	66.9	2	72.2	2	71.3	2	61.5	2
Good job with high pay upon graduation	59.0	3	70.1	3	59.5	3	59.9	3
Parents/friends suggested	23.8	4	26.9	4	18.0	5	20.2	5
Employment in home community	23.1	5	24.5	5	28.0	4	27.3	4
Have never considered another	17.5	6	21.0	6	14.0	6	12.4	6
Restrictions on entrance to other programs	12.7	7	12.1	7	14.2	7	11.8	7

TABLE 38

Impacting Events on the Post-Secondary Decision of Grade XII Students

Event	Going University		Going Community College		Going Impacted		Undecided		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Family Support unavailable	38%	1	32%	1	36%	2	21%	5	11%	7
No summer employment available after high school	31	2	20	5	35	3	33	2	25	2
People in my chosen occupation become unemployed	27	3	30	3	37	1	30	3	24	3
More financial assistance becomes available	19	4	11	9	27	5	17	6	11	7
Opportunity to train on-the-job	15	5	31	2	34	4	41	1	35	1
Economic conditions get worse	14	6	12	7	13	9	12	8	19	4
Admission requirements become easier	13	7	13	6	17	7	12	8	13	6
Graduates in technical/vocational occupations receive large wage increases	11	8	29	4	25	6	22	4	19	4
Opportunity to take post-secondary courses while on the job	4	9	12	7	14	8	13	7	11	7

Increasing unemployment seems to be the most significant factor that could change those students who indicate they are going on to post-secondary if things work out. Lack of family financial support or summer employment could probably change the decision of about 36% of this group.

Students who were undecided about their plans or who were definitely 'not going' on to post-secondary indicated that if given the opportunity to train on the job, their plans might be changed.

5.7 Occupational Choice

'Going university' and 'going community college' students tend to choose occupations in the health field (nursing, doctor, etc.) and the science field (technologists, system analyst, etc.). A large percentage of the community college students indicate they would like to obtain an occupation in the clerical category (secretary, clerk-typist, etc.). Clerical occupations were also the main choice of students who were not planning to go on to post-secondary after high school, followed by farming and service occupations (food and beverage preparation, child care, barber/hairdresser, etc.). Besides clerical occupations, undecided students tended to choose product fabricating occupations (refrigeration, appliance repairman, etc.).

TABLE 39

Occupational Choice for Grade XII Student Decision Groups

N = 1489

Occupational Category	Going University	Going Community College	Going Impacted	Undecided	Not Going
Managerial	9.0%	11.3%	5.7%	7.1%	5.2%
Science	18.4	19.6	9.4	5.2	3.9
Social Science	14.6	2.1	8.5	8.4	3.9
Religion	0.4	0.0	0.0	0.3	0.0
Teaching	11.2	2.1	9.2	6.8	3.9
Health	19.5	17.5	13.5	5.7	3.2
Artistic	6.0	6.2	8.5	7.1	5.8
Sport	3.0	0.0	3.5	3.0	2.6
Clerical	2.2	12.4	10.9	13.3	20.6
Sales	0.4	1.0	0.4	2.2	3.2
Service	3.0	7.2	7.9	8.7	9.7
Farming	2.2	1.0	2.8	5.2	11.6
Fishing	0.0	0.0	0.2	0.5	0.6
Forestry	0.7	0.0	2.4	0.8	0.6
Mining	0.4	0.0	0.0	0.0	0.0
Processing	0.0	0.0	0.2	0.3	0.6
Machining	0.7	3.1	0.9	4.6	2.6
Product Fabricating	0.7	7.2	3.7	9.2	7.1
Construction	0.0	4.1	2.4	2.7	5.2
Transport	0.4	0.0	1.5	2.4	4.5
Material Handling	0.0	0.0	0.0	0.0	0.0
Other Crafts	0.4	2.1	2.0	0.8	0.0
Others	6.7	3.1	6.3	5.7	5.2
	N = (267)	(97)	(458)	(360)	(355)

CHAPTER VI

REGIONAL ANALYSIS

Numerous studies have been undertaken which deal with size of community and its relationship to educational aspirations, and college proximity and post-secondary attendance.

Studies dealing with size of community of residence and educational aspirations indicate, as would be expected, that adolescents who reside in smaller communities have lower educational aspirations than adolescents from large communities. The relationship between educational plans and community size is also stronger for boys than for girls (Lipsett, 1955; Sewell, 1964 and Breton, 1972).

Sewell (1963), Fenske (1960), Tuckman (1970), Medsker and Trent (1965), and Tinto (1974) have all studied the relationship between college proximity and college attendance. However, results of these studies have differed. While Sewell and Medsker and Trent found a direct relationship between post-secondary attendance and the closeness of a post-secondary institution, Fenske and Tuckman found no direct relationship between post-secondary plans, post-secondary attendance and proximity of a post-secondary institution. Perhaps as Tinto indicates, of greater importance in determining post-secondary attendance, is the availability and quality of information about post-secondary options rather than the proximity of the post-secondary institution.

Examined in this section are the plans of students, post-secondary institutional choices, influences on the students' plans after high school and goals of post-secondary attendance. The eight geocode regions used in the analysis are the eight official data collection regions for the province.

6.1 Responses by Geocode Region

Table 40 gives the percentage distribution of Grade XII students by geocode region.

TABLE 40

Grade XII Students by Geocode Region

Region	Number	% of Total Responses
Winnipeg	697	36.7
Southeast	133	7.0
North Central	132	7.0
South Central	200	10.5
Interlake	134	7.1
Southwest	253	13.3
Parklands	194	10.2
North	154	8.2
Total	1,897	100.0

6.2 Plans After High School

As would be expected, Winnipeg had the highest percentage of students indicating that they plan to take some form of post-secondary education (64%). This was closely followed by the North with 57% of the Grade XII students planning to go on to post-secondary and the Parklands, 52%. The Southeast had the lowest percentage of students, 26%, indicating they planned to go on to post-secondary. On the other hand, the largest percentage of students who indicated that they would obtain a full-time job after high school came from the Southeast (Table 41).

TABLE 41

Plans of Grade XII Students by Geocode Region*

Geocode Region	Plans					
	Go to Community College	Go to University	Get a Full-time Job	Get a Part-time Job	Continue in High School	Married
Winnipeg	19.9%	44.4%	23.2%	30.7%	11.0%	9.4%
Southeast	11.5	14.7	45.0	15.9	9.8	9.1
North Central	19.5	26.1	30.7	14.9	9.2	5.7
South Central	13.2	15.1	41.6	18.4	7.6	10.6
Interlake	26.0	19.0	40.9	23.1	11.6	10.0
Southwest	23.9	27.7	29.2	16.1	5.5	7.5
Parklands	25.8	26.3	36.8	14.6	9.2	10.1
North	22.4	34.3	24.8	19.2	15.2	8.9
Province	19.9	31.4	30.7	22.3	9.9	9.0

* NOTE: Figures refer to the percentage of students indicating an 80% or greater probability of carrying out that plan.

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6.3 Student Decision Groups by Geocode Region

Winnipeg had the largest percentage of Grade XII students indicating that they planned to go to university - 27% (Table 42). All other geocode regions were less than the provincial average of 17%. The largest percentage of students in the community college decision groups were also from the Winnipeg region - 8%.

The region with the largest percentage of students indicating that they planned to go on to post-secondary if things work out, e.g. finances, was the Interlake (37%).

The South Central region had the largest percentage of students in the 'undecided' category - 40%, as well as the largest percentage of 'not going' students - 19%. Considering this region also had the smallest percentage of students who planned to go on to post-secondary, 9%, the impact of factors such as parents, friends, contact with representatives of post-secondary institutions, and the availability of jobs, will play a significant part in shifting students from the 'undecided' category to a 'going to' or 'not going to' post-secondary category.

TABLE 42

Student Decision Groups by Geocode Region

Geocode Region	Decision Groups				
	Going University	Going Community College	Going Impacted	Undecided	Not Going
Winnipeg	26.5%	7.9%	28.4%	20.4%	7.1%
Southeast	7.7	3.8	26.9	36.9	15.4
North Central	10.7	5.3	33.6	32.8	9.9
South Central	7.2	1.5	25.6	40.0	19.0
Interlake	5.3	3.8	37.4	31.3	16.0
Southwest	15.3	7.2	30.1	23.7	12.4
Parklands	13.1	7.3	33.5	25.7	13.6
North	13.6	2.0	33.3	31.3	8.8
Province	16.6	5.9	30.2	27.1	11.3
N=	(308)	(109)	(559)	(503)	(209)

6.4 First Choice Institution

It is interesting to note that the University of Manitoba is the first choice institution for students in three out of the eight geocode regions - Winnipeg, with 50% of the students in this region choosing the University of Manitoba, the Southwest - 34%, and the North - 36%. The interesting point is that in the two regions other than Winnipeg, there are post-secondary institutions which the students could attend (Table 43).

In four regions - Southeast, South Central, Interlake, and Parklands, Red River Community College was the first choice institution. It should be noted that for the Parklands, which could be considered part of Assiniboine Community College's service area, 38% of the Grade XII students indicated that their first choice institution was Red River Community College, while 8% indicated Assiniboine Community College.

The South Central region had the largest percentage of students wishing to attend another institution (other than a university or community college) within Manitoba - 14%; the largest percentage of students who wanted to attend an institution outside the province was in the North.

Table 44 shows for each of the institutional choices, the distribution of students by geocode region choosing that institution as first choice.

As would be expected, for the Universities of Manitoba and Winnipeg, as well as Red River Community College, the majority of students choosing these institutions as first choice came from the Winnipeg geocode area - 50%, 51% and 36% respectively.

Students choosing Brandon University as a first choice are from the Southwest (38%) and the North (16%). Assiniboine Community College drew first choices mainly from the Southwest (56%) and the Parklands (19%), while Keewatin Community College drew from the North (35%) and the Parklands (25%).

TABLE 43

First Choice Institution of Grade XII Students

by Geocode Region

Geocode Region	First Choice Institution								
	Univ. of Manitoba	Univ. of Winnipeg	Brandon University	St. Boniface College	Red River Community College	Assiniboine Community College	Keewatin Community College	Other Inst. in Manitoba	Other Inst. Outside Man.
Winnipeg	50.4%	4.2%	0.6%	0.2%	30.0%	0.3%	0.3%	1.4%	12.6%
Southeast	19.8	6.6	0.9	3.8	51.9	0.9	-	8.5	7.5
North Central	35.0	0.9	6.0	-	35.0	5.1	-	6.8	11.1
South Central	31.2	3.2	5.8	-	37.0	3.2	-	14.3	5.2
Interlake	29.9	3.7	0.9	-	48.6		3.7	4.7	8.4
Southwest	33.8	0.9	11.3	-	13.0	19.5	0.9	6.5	14.3
Parklands	30.3	0.6	5.1	0.6	38.2	8.4	2.8	3.4	10.7
North	35.8	1.5	8.2	-	23.1	4.5	5.2	3.7	14.9
Province	38.6	3.2	4.1	0.4	31.6	4.8	1.2	4.7	11.4

TABLE 44

Distribution of First Choice Institutions by Geocode Region

First Choice Institution	Geocode Region								
	Winnipeg	Southeast	North Central	South Central	Interlake	Southwest	Parklands	North	Province
University of Manitoba (N=643)	49.9%	3.3%	6.4%	7.5%	5.0%	12.1%	8.4%	7.5%	33.6%
University of Winnipeg (N=53)	50.9	13.2	1.9	9.4	7.5	3.8	1.9	11.3	3.2
Brandon University (N=68)	5.9	1.5	10.4	13.2	1.5	38.2	13.2	16.2	4.1
St. Boniface College (N=6)	16.7	66.7	-	-	-	-	16.7	-	0.4
Red River Community College (N=525)	36.4	10.5	7.8	10.9	9.9	5.7	13.0	5.9	31.6
Assiniboine Community College (N=80)	2.5	1.3	7.5	6.3	-	56.3	18.8	7.5	4.8
Keewatin Community College (N=20)	10.0	-	-	-	20.0	10.0	25.0	35.0	1.2
Other Institutions in Manitoba (N=79)	11.4	11.4	10.1	27.8	6.3	19.0	7.6	6.3	4.7
Other Institutions Outside Manitoba (N=190)	42.1	4.2	6.8	4.2	4.7	17.4	10.0	10.5	11.4

6.5 Influencing Factors on Students' Decisions

6.5.1 Influence of People

For all eight geocode regions, parents and friends are the first and second most important influences on a student's post-secondary decision (Table 45). With the exception of the Southeast and North Central geocode regions, religious leaders had the least influence on a student's decision. Employers have the greatest influence on students in the Interlake region. The Interlake region also had one of the highest percentage of 'not going post-secondary' groups in the province.

6.5.2 Influence of High School Activities

With the exception of the Southeast and Interlake regions, students in the other regions indicated that the most influential high school activity on their decision was that they felt well prepared for continuing education (Table 46). The receipt of information about continuing education opportunities was the second most influential activity.

6.5.3 Influence of Circumstances

For seven out of the eight geocode regions, knowledge of good employment opportunities was the main circumstance influencing a student's decision (Table 47). The exception was the South Central geocode region, where the main influencing circumstance was the opportunity to live by one's self; knowledge of good employment opportunities ranked fourth. The South Central also had one of the highest percentage of students in the 'undecided' and 'not going' post-secondary decision categories.

Three factors - social life, opportunity for new life style, and opportunity to live by one's self, usually were the next most important group of circumstances. The least important circumstance for all geocodes was religious relationship.

TABLE 45

Influence of People on Student's Post-Secondary Decision by Geocode Region

Geocode Region	Friends	Parents	Other Relatives	High School Teacher	Counsellor	College or University Student	College or University Representative	Religious Leader	Employer Met
Winnipeg	24.9%	66.0%	20.0%	18.6%	14.0%	23.5%	9.4%	4.0%	18.5%
Southeast	28.6	59.4	10.6	16.6	8.3	21.0	5.3	6.9	17.3
North Central	28.7	47.2	14.6	12.5	9.4	17.1	3.2	6.9	21.1
South Central	32.4	58.4	15.8	11.7	5.7	17.2	7.8	8.2	21.2
Interlake	35.1	70.1	22.6	12.0	13.6	14.2	9.8	2.3	36.1
Southwest	28.5	64.0	19.6	14.7	16.6	22.6	9.6	6.2	19.4
Parklands	23.9	60.6	19.3	13.0	13.0	22.8	9.0	4.2	18.2
North	26.1	61.0	15.8	25.0	17.6	16.8	6.1	3.4	18.7
Province	27.4	62.8	18.2	16.2	13.0	20.8	8.2	4.8	20.2

TABLE 46

Influence of High School Activities on Students' Post-Secondary Decision by Geocode Region

Geocode Region	Participation in Activities (eg. Debates, Drama)	Prepared for Immediate Employment	Well Prepared for Continuing Education	Contact With Institutional Representatives	Someone's Personal Interest	Counselling Service	Assistance in Finding Employment	Education Information
Winnipeg	23.6%	22.4%	58.0%	17.0%	27.0%	10.6%	9.5%	35.0%
Southeast	18.2	24.4	31.8	11.3	21.2	12.8	12.9	32.1
North Central	21.2	23.6	34.6	8.4	16.9	8.5	14.8	28.4
South Central	17.8	28.4	34.1	11.8	18.0	5.1	19.8	28.0
Interlake	16.4	24.7	32.1	13.5	20.6	9.9	26.3	39.9
Southwest	23.7	19.8	43.0	12.7	31.3	15.4	11.9	37.1
Parklands	20.2	21.3	49.0	14.0	24.4	12.5	12.5	39.9
North	22.0	18.7	45.1	13.8	25.2	13.0	10.3	25.0
Province	21.5	22.7	46.2	14.0	24.7	11.0	13.0	34.0

NOTE: Only those responses indication a significant or stronger influence are shown.

TABLE 47

Influence of Circumstances on Students' Post-Secondary Decision by Geocode Region

Geocode Region	Economic Conditions	Employment Opportunities	Athletic Program	Social Life	Life Style	Live by Self	Institution Reputation	Religious Relationship
Winnipeg	29.0%	44.7%	17.6%	34.8%	28.9%	24.2%	28.5%	4.4%
Southeast	20.5	34.4	15.8	25.2	22.2	26.0	26.8	13.8
North Central	29.6	43.3	21.9	37.0	34.8	32.9	29.6	6.2
South Central	31.5	34.2	17.5	40.8	34.9	42.9	31.8	16.5
Interlake	33.4	45.5	17.5	43.2	36.4	41.2	21.6	3.8
Southwest	31.2	49.6	12.8	33.3	37.5	33.7	29.1	6.4
Parklands	27.1	40.5	17.8	34.4	33.5	39.4	32.9	5.7
North	28.8	35.7	19.2	24.0	23.9	29.8	28.7	-
Province	29.0	39.0	17.2	34.4	31.2	31.3	28.8	6.4

6.6 Level of Education

6.6.1 Father's Level of Education

Regions with the largest percentage of fathers who did not have a complete high school education were the Southeast, the North Central, and the Parklands (70% to 75%) (Table 48). Winnipeg and the Southwest had the highest percentage of fathers with a post-secondary degree or community college diploma or certificate (12% and 10%, respectively).

TABLE 48

Father's Level of Education by Geocode Region

Geocode Region	Gr. VIII or less	Some High School	High School Graduate	Technical/ Vocational School	Some College or University	University Degree or Other
Winnipeg	20.5%	23.9%	17.1%	6.3%	7.2%	11.9%
Southeast	50.8	23.5	9.1	3.0	5.3	3.8
North Central	35.7	38.8	10.9	4.7	3.1	3.9
South Central	43.2	25.6	13.6	4.0	3.0	7.0
Interlake	42.4	26.5	9.1	9.8	3.0	4.5
Southwest	33.5	30.7	12.4	5.2	2.8	10.4
Parklands	51.3	18.7	12.4	3.6	4.1	7.8
North	33.6	29.5	11.6	8.2	3.4	9.6
Province	33.6	26.7	13.6	5.7	4.8	8.9

6.6.2 Mother's Level of Education

Generally, mothers had a higher level of education than fathers (Table 49). For example, 15% of the mothers were reported to have some post-secondary

training or a post-secondary degree as compared to 12% of the fathers. In addition, 21% of the mothers were high school graduates as compared to 14% of the fathers.

TABLE 49

Mother's Level of Education by Geocode Region

Geocode Region	Gr. VIII or less	Some High School	High School Graduate	Technical/ Vocational School	Some College or University	University Degree or Other
Winnipeg	14.9%	28.8%	25.4%	9.2%	5.9%	10.3%
Southeast	35.3	33.1	12.0	3.0	10.5	3.0
North Central	18.8	34.4	21.1	7.0	7.0	7.0
South Central	32.5	28.5	15.5	6.5	8.0	6.5
Interlake	12.8	47.4	16.5	6.8	6.8	6.0
Southwest	11.5	34.9	23.4	11.9	6.0	10.3
Parklands	29.0	34.2	15.0	7.5	4.7	8.3
North	22.3	37.4	20.9	6.1	2.7	12.2
Province	19.9	32.4	20.8	8.0	6.2	8.8

6.5.3 Students' Expected Level of Education

The region with the highest percentage of students expecting to complete a university degree or a community college diploma or certificate was the North, with 49% (Table 50). This was followed by the Winnipeg region with 47%. The Southeast, South Central and the Interlake had the largest percentage, approximately 25%, of Grade XII students indicating they only wanted to complete high school.

TABLE 50

Highest Level of Education Student Expects to Complete
by Geocode Region

Geocode Region	Some High School	High School Graduate	Technical/ Vocational School	Some College or University	University Degree or Other
Winnipeg	0.9%	9.3%	4.5%	13.5%	47.3%
Southeast	2.3	24.2	8.3	28.8	27.3
North Central	4.7	17.1	10.9	19.4	37.2
South Central	2.0	24.0	12.5	22.5	28.0
Interlake	0.7	25.4	9.0	26.9	34.3
Southwest	-	13.0	9.5	24.5	41.9
Parklands	1.6	15.6	5.2	25.0	42.7
North	1.4	12.7	9.6	12.3	49.3
Province	1.3	15.2	7.5	19.5	41.1

6.7 Family Income

Winnipeg and the North had the largest percentage of students reporting family incomes of $20,000 or more (43% and 39% respectively, compared to a province average of approximately 31%) (Table 51). Approximately 60% of the families in all geocode regions except Winnipeg and North, had incomes less than $16,000. Winnipeg had the largest percentage of students reporting family incomes of $25,000 and more.

TABLE 51

Family Income by Geocode Region

Geocode Region	Under 6,000	6,000-7,999	8,000-9,999	10,000-11,999	12,000-13,999	14,000-15,999	16,000-19,999	20,000-24,999	25,000 and up
Winnipeg	2.7%	3.3%	4.1%	8.0%	10.6%	15.2%	13.2%	16.8%	26.0%
Southeast	6.0	12.1	8.6	12.1	16.4	10.3	15.5	8.6	10.3
North Central	6.1	5.1	11.2	13.3	14.3	13.3	12.2	10.2	14.3
South Central	2.7	5.4	7.4	17.6	17.6	14.2	10.1	14.2	10.8
Interlake	2.5	5.8	10.8	15.8	13.3	10.8	13.3	16.7	10.8
Southwest	7.3	4.1	8.3	9.2	13.3	20.2	15.1	9.6	12.8
Parklands	7.8	11.7	11.7	10.1	13.4	7.8	18.4	7.8	11.2
North	3.8	3.1	2.8	6.9	10.7	16.0	15.0	21.4	18.3
Province	4.5	5.5	7.1	10.4	12.8	14.2	14.1	13.9	17.5

6.8 Major Sources of Financing First Year of Post-Secondary

Students in all geocode regions indicated summer employment as their main source of financing their first year of post-secondary education (Table 52). Three regions indicate government student aid as the next most important source of financing - the Southeast, South Central and Parklands regions. When related back to decision groups, it is interesting to note that the Parklands was one of the regions with the majority of its students in the 'going impacted' category; i.e. they would go on to post-secondary if things worked out, eg. finances.

6.9 Certainty of Financing the First Year of Post-Secondary

Winnipeg had the largest percentage of grade 12 students, 77%, who indicated that they were very certain or certain about financing their first year of post-secondary (Table 53). The Parklands had the largest percentage, 17%, of students who were not certain at all about financing their first year. As previously indicated the Parklands region was one region with the majority of its grade 12 students in the 'going impacted' group. Also, many of these students indicate government student aid as a major source of finances.

TABLE 52

Major Sources of Financing First Year of Post-Secondary Education by Geocode Region

Geocode Region	Personal Savings	Parental Aid - Room and Board	Parental Aid - Money	Government Student Aid	Other Scholar-ships	Summer Employ-ment	Part Time Job	Full-Time Job	Spouse Working	Other Financial Aid
Winnipeg	27.6%	45.5%	20.2%	16.2%	11.3%	49.7%	27.1%	8.2%	3.4%	8.6%
Southeast	27.3	23.7	18.6	30.3	13.1	43.4	22.2	9.1	5.1	7.6
North Central	29.6	13.3	24.8	24.8	17.5	43.5	20.0	7.1	5.4	11.3
South Central	19.0	15.5	19.0	27.8	12.7	43.0	18.7	10.9	7.9	16.4
Interlake	39.1	21.0	26.2	15.7	6.7	56.5	30.3	13.2	2.9	3.8
Southwest	25.2	17.6	34.9	28.1	11.8	52.9	21.7	8.8	5.2	9.8
Parklands	28.1	10.8	23.6	37.5	17.3	44.7	19.2	8.4	4.2	8.1
North	25.2	23.1	22.1	24.2	16.5	47.8	27.1	9.9	4.7	11.3
Province	27.2	28.3	23.2	23.3	12.8	48.4	24.2	9.0	4.5	9.5

TABLE 53

Certainty of Financing First Year of Post-Secondary Education by Geocode Region

Geocode Region	Very Certain	Certain	Somewhat Certain	Not Certain At All
Winnipeg	45.5%	31.6%	17.2%	5.7%
Southeast	29.6	28.6	26.5	15.3
North Central	33.3	28.1	28.9	9.6
South Central	28.7	25.5	30.6	15.3
Interlake	23.1	33.3	29.6	13.9
Southwest	31.4	33.6	24.7	10.3
Parklands	30.4	31.0	21.6	17.0
North	24.8	32.8	29.9	12.4
Province	35.4	31.0	23.2	10.4

6.10 Degree of Need for Manitoba Student Aid

The majority of students in the Winnipeg region indicated that they could make it without Manitoba Student Aid (Table 54). The region that had the largest percentage of students who indicated that they could not make it without Manitoba Student Aid was the Parklands (30%), which is their second major source of financing post-secondary. A majority of these students (70%) indicate that they intend to apply for student aid (Table 55). It is apparent that many of these students know a few things about the program, 62% (Table 56).

TABLE 54

Degree of Need for Financial Aid by Geocode Region

Geocode Region	Could make it without Manitoba Student Aid	Do Not Know	Could not make it without Manitoba Student Aid
Winnipeg	62.4%	24.7%	12.8%
Southeast	41.4	38.4	20.2
North Central	44.4	39.3	16.2
South Central	52.5	25.3	22.2
Interlake	51.8	39.1	9.1
Southwest	51.1	30.2	18.7
Parklands	39.2	31.0	29.8
North	44.9	36.0	19.1
Province	52.8	29.9	17.3

TABLE 55

Awareness of Student Aid by Geocode Region

Geocode Region	I have a good understanding of the program	I know a few things about the program	I know nothing about it
Winnipeg	9.4%	47.6%	43.0%
Southeast	17.3	51.9	30.8
North Central	7.6	55.0	37.4
South Central	3.5	59.6	36.9
Interlake	7.5	51.9	40.6
Southwest	4.3	59.3	36.4
Parklands	15.5	62.2	22.3
North	6.6	56.6	36.8
Province	8.8	53.8	37.4

TABLE 56

Intention to Apply for Manitoba Student Aid
by Geocode Region

Geocode Region	Yes	No
Winnipeg	50.7%	49.3%
Southeast	73.5	26.5
North Central	70.4	29.6
South Central	58.8	41.3
Interlake	49.5	50.5
Southwest	63.8	36.2
Parklands	70.6	29.4
North	64.2	35.8
Province	59.1	40.9

6.11 Post-Secondary Goals by Geocode Region

Students in each of the geocode regions indicate that the most important goals for attending post-secondary education are career development goals. Within this group, the specific goal 'to prepare for future careers and employment' is the most important goal (Table 57). It is interesting to note that while the Interlake region had the largest percentage of students indicating this as the most important goal - 64%, it had the smallest percentage of students indicating that to meet academic requirements for future entry into professional faculties was an important goal.

Students in the Winnipeg and North geocode regions indicate that the second most important goal is 'to acquire a general, well-rounded education'; this goal is rated third in all other geocode regions. The third most important goal for the Winnipeg and North geocode regions was 'to help identify and develop one's own personal interests, aptitudes and talent'. This is second ranked by all other geocode regions.

TABLE 57

Post-Secondary Goals by Geocode Region

Goal Statements	GEOCODE REGIONS							
	Winnipeg	Southeast	North Central	South Central	Interlake	Southwest	Parklands	North
CRITICAL, INTELLECTUAL & SELF-DEVELOPMENT								
1. to acquire a general, well rounded education	14.9% 2	9.6% 3	9.8% 3	14.5% 3	10.9% 3	12.4% 3	6.3% 3	17.8% 2
2. to develop critical intellectual skills for problem solving and learning	4.9	4.8	3.3	3.8	3.4	3.0	3.5	6.5
3. to help identify and develop one's own personal interests, aptitudes and talent	14.5 3	23.2 2	17.9 2	16.7 2	13.4 2	10.8 2	19.6 2	14.2 3
Total	34.3	37.6	31.0	35.0	27.7	34.2	29.4	38.5
CAREER DEVELOPMENT GOALS								
4. to discover one's vocational interests	3.9	5.6	2.4	5.4	0.8	4.5	6.3 3	6.5
5. to prepare for future careers and employment	41.4 1	48.0 1	49.6 1	41.4 1	63.9 1	41.4 1	51.7 1	42.6 1
6. to meet academic requirements for future entry into a professional faculty	16.6	4.0	9.8 3	11.8	3.4	16.3	5.6	11.8
Total	61.9	57.6	61.8	58.6	68.1	62.2	63.6	60.9
COMMUNITY PARTICIPATION AND CITIZENSHIP GOALS								
7. to develop skills for leadership in community affairs	0.3	0.8	2.4	0.5	0.0	0.5	0.0	0.0
8. to prepare for participation in social, political or cultural life	1.3	0.0	1.6	2.7	0.8	0.0	3.5	0.0
9. to develop a better understanding of society	1.6	1.6	2.4	1.6	1.7	2.0	1.4	0.0
10. other	0.6	2.4	0.8	1.6	1.7	1.5	2.1	0.6
Total	3.8	4.8	7.2	6.4	4.2	4.0	7.0	0.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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APPENDIX A

STUDENTS' POST-SECONDARY GOALS

STUDENT'S POST-SECONDARY GOALS (COLUMN PERCENTAGE)

GOAL	STUDENT DECISION GROUP: GOING UNIVERSITY	GOING COMMUNITY COLLEGE	UNDECIDED	GOING IMPACTED	NOT GOING	TOTAL ALL GROUPS
Critical Intellectual & Self-Development Goals (Total)	27.0	30.2	38.5	29.8	41.5	33.8
To acquire a general well rounded education	12.5	13.6	15.2	10.4	15.2	13.0 (225)
To develop critical intellectual skills for problem solving and learning	4.4	4.9	3.6	4.5	4.1	4.3 (75)
To identify personal interests and talents	10.1	11.7	19.7	14.9	22.2	16.5 (284)
Career Development Goals (Total)	70.3	67.0	56.2	65.6	53.7	61.7
To discover one's vocational interests	2.0	2.9	6.7	4.3	6.4	4.3 (75)
To prepare for future careers and employment	38.7	57.3	44.8	47.9	44.4	44 9 (774)
To meet academic requirements for future entry into a professional faculty	29.6	6.8	4.7	13.4	2.9	12.5 (216)
Community Participation and Citizenship Goals (Total)	2.7	2.0	3.8	3.2	3.0	3.3
To develop skills for leadership in community affairs	0.3	1.0	0.6	0.4	0.6	0.5 (8)
To prepare for participation in social political or cultural life	1.7	1.0	1.7	0.9	0.6	1.2 (21)
To develop a better understanding of society and its institutions, history values and expectations	0.7	0.0	1.5	1.9	1.8	1.6 (27)
Other	0.0	1.0	1.3	1.3	1.8	1.2 (20)
Total	17.2 (297)	6.0 (103)	27.0 (466)	30.7 (530)	9.9 (171)	100.0 (1725)